

**A STUDY ON TEACHING SPEAKING OF ENGLISH DESCRIPTIVE
TEXT TO THE TENTH YEAR STUDENT OF SMA PGRI 1
KARANGMALANG SRAGEN IN 2009/2010 ACADEMIC YEAR**



RESEARCH PAPER

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by

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CHAPTER 1

INTRODUCTION

A. Background of the Study

Mastering a foreign language is important in our modern society and global area. Human being needs communication to fulfill their needs in their life. People can communicate in written and oral form. They communicate and interact each other using language in spoken or oral form in daily life.

Language and people have a close relationship because the development and the growth of language walk together with the development of the people's life. People's activities of creating and finding something in the aspect of life can-not be separated from the language that is used to communicate each other. People should be able to communicate in English as well as possible. In Indonesia, this language constitutes a foreign language that should be mastered by everyone, especially by the student. Realizing this importance, the government decides that the English should be learned from elementary school to university in order to improve the quality of human resources in Indonesia.

Speaking is always taught in the most English language course. People who conduct a communication can be said successful if they can convey their speaking like water flows in a river. There are no spaces during the speaking process. In addition the component of speaking such as pronunciation, grammar, vocabulary, fluency, and comprehension have been clear. This

means the speaker can arrange the sentence correctly and relevantly. To reach a successful communication, a speaker needs two aspects that should be fulfilled. The first is correctness and relevancy of message. It means that a speaker knows the content of what he is saying. The second aspect is self-management. This aspect deals with the arrangement of ideas in appropriate and effective way then present to the listeners or the hearers.

For Indonesian, to understand English speaking is difficult. This is because their mother tongue is not same. Their mother tongue is not English. To make it easy in learning English, this has been taught since the learners study in the kindergarten or playgroup level. All components of English language are taught integrally to achieve in integrated language skills. Teaching English in Indonesia focuses on the ability of communication of the students. The learners should be capable of mastering four language skills - listening, speaking, reading, and writing (Depdiknas, 2003:6).

In 2004 English curriculum is designed according to the government regulation in the sense that the curriculum has to be competency-based and the end of the day the learners are expected to be able to communicate in English as one of their life skills and that they are expected to be able to understand spoken and written text not only for pursuing further studies, but also for learning independently in order to be independent members of community. To translate these ideas into an English curriculum, we need to have a clear idea about what language competence is. The definition of language competence needs to be defined by examining the relevant theories.

The types of text (genres) developed in the 2004 English curriculum include transactional conversations (to get something done), interpersonal conversations (to establish and maintain social relations), short functional texts (announcements, greeting cards, etc), monologues and essays of certain genres. In other words, these are the communicative competence to be developed. Along with competence, the literacy levels are also determined based on the government regulation that senior high school graduates are supposed to be ready for handling the kinds of text they face at university level. In other words, they are supposed to be able to access accumulated knowledge typically obtained at higher learning institutions. For the reason, the text types determined for senior high school levels include : descriptive, report, news item, narrative, discussion, explanation, exposition, and review.

One of the types of text is descriptive text. Descriptive text is a text used to describe person, place, or certain things. Besides the characteristics of descriptive text are : (a) uses certain nouns, examples: my home, Lisa's house, and our school, (b) uses simple present tense, examples: my family and I live in a four room flat, (c) uses detailed noun phrase to give information about subject, examples: a pretty centerpiece made of seashells, (d) uses the kind of adjective for describing, numbering, and classifying, examples: temporary relief, a pretty centerpiece, an antique table, a keen gardener, and a low cupboard, (e) uses relating verb to give information about subject , examples: it is not very big, (f) uses thinking verbs and feeling verbs to express the privacy writer about subject, examples: we are proud of it.

In SMA PGRI 1 Karangmalang SRAGEN, the students often make errors in English, for example, the students say “ this cat very beautiful”. The sentence is wrong ; it should be “ this cat is very beautiful “. In relation to the students often make mistake like the sentence, the first is they have no experience in all of the field. The second is they have been less in pronunciation, grammar, vocabulary, fluency and comprehension are clear. The third is they have no self-management of the arrangement of ideas in appropriate and effective way when they present to the listeners and the hearers.

Besides the researcher is interested in SMA PGRI 1 Karangmalang SRAGEN, because there are some difficulties in English speaking especially with descriptive text materials. The difficulty is usually faced by the teachers. They must find out some methods to teach English in order to make students bored. The last, the difficulty is also faced by the students. They do not realize that English is important for them. The students tend to study vocabulary, pronunciation and speaking.

Based on the description above, the writer is interested in conducting the research entitled “ A Study on Teaching Speaking of English Descriptive Text to the Tenth Year Student of SMA PGRI 1 Karangmalang SRAGEN in 2009/2010 Academic Year ”. The researcher hopes that this writing will be useful for readers.

B. Problem of the Study

Based on the background of the study, the writer states the problems of the study as follows :

1. What is implementation of teaching speaking of English descriptive text to the tenth year students of Senior High School especially in SMA PGRI 1 Karangmalang Sragen ?
2. What problems are faced by the teacher in teaching speaking of English descriptive text to the tenth year students of Senior High School especially in SMA PGRI 1 Karangmalang Sragen ?
3. What problems are faced by the students in the learning speaking of English descriptive text to the tenth year students of Senior High School ?

C. Limitation of the Study

In their research, the writer limits her research on teaching speaking of English descriptive text by the teacher at the tenth year students of SMA PGRI 1 Karangmalang Sragen in 2009/2010 academic year.

D. Objective of the Study

In relation to the problem statements above, the writer formulates some objectives of study as follows :

1. to describe the implementation of teaching speaking of English descriptive text to the tenth year of SMA PGRI 1 Karangmalang Sragen.

2. to describe kinds of problems faced by the teacher in teaching speaking of English descriptive text to tenth year students of Senior High School especially in SMA PGRI 1 Karangmalang Sragen.
3. to know the problems faced by the students in learning speaking of English descriptive text by using their teachers' method.

E. Benefit of the Study

By doing this research, many benefits can be gained. These benefits include practical and theoretical benefits.

1. Practical benefit

There are some practical benefits :

a. For the writer herself

She can get larger knowledge about descriptive study of speaking of English descriptive text in teaching and learning process.

b. For the readers

They will get larger knowledge and information about a descriptive study of speaking of English descriptive text in teaching and learning process.

c. For the teacher and learner

The results of this study will help English teachers and learners to solve the problem in teaching and learning English especially in teaching and learning speaking of English descriptive text.

2. Theoretical benefit

- a. The result of the research can be useful for English teacher in giving additional input in speaking of English descriptive text.
- b. The writer hopes that this research will be one of references for other researchers who will conduct the same object with different perspective.

F. Research Paper Organization

In this research, the writer constructs the research paper into five chapters.

Chapter I is introduction. It consists of background of the study, problem of the study, limitation of the study, objective of the study, benefit of the study, and research paper organization.

Chapter II presents review of related literature. It covers previous study, genre at senior high school, teaching speaking and the English descriptive text for senior high school.

Chapter III discusses a research method. It relates to type of research, place and time of research, subject and object of the study, source of data, method of collecting data, and technique for analyzing data.

Chapter IV presents the results of the research and discussion.

Chapter V is the last chapter. It deals with conclusion and suggestion.